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ABSTRACT

The manual is intended for teachers in workplace English-as-a-Second-Language (ESL) programs, and contains ideas and techniques that both experienced and less experienced teachers in a wide variety of workplace ESL classes might find helpful. Sections address the following topics: (1) helpful hints for creating a successful educational environment and experience; (2) the realities of the workplace ESL teaching situation; (3) guiding principles for working with low-level literate or non-literate students; (4) innovative approaches to second language teaching, including the Total Physical Response method, jazz chants, dialogues and role plays, and the functional/notional approach; (5) ice-breakers, including a strip story, tongue twisters, and a cloze exercise; and (6) appropriate grammar lessons in ESL literacy instruction at two levels beginner to low intermediate and high intermediate to advanced. A teacher self-observation checklist and a brief list of suggested readings on workplace ESL instruction conclude the manual. (MSE) (Adjunct ERIC Clearinghous on Literacy Education)

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WORKPLACE ESL

TEACHERS MANUAL

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by: Andy F. Reyes

Teacher Trainer
Workplace Education Project
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INTRODUCTION

This manual is intended to be a guide for teachers who are involved in Workplace ESL Programs. It contains information on lesson planning, innovative methodology, working with non-literates, teaching grammar, and a host of others. Although it is not intended primarily for the trained teacher, it contains many ideas and suggestions which the experienced teacher might find helpful.

The author has tried to make this manual applicable to a wide variety of Workplace ESL classes. As such, the content is not tailored to any single immigrant group or to a specific work group. The typical student would be an adult enrolled in a Workplace ESL class, learning language skills to enhance both current productivity and future employability.

To help teachers monitor their effectiveness, this manual also contains a TEACHER SELF-OBSERVATION CHECKLIST. It is hoped that teachers will find the checklist handy when reflecting upon their teaching. It is not designed to measure teaching ability, but is rather meant to be a periodic self "reality check."

Special thanks are in order for the following : Erica Bronstein, Director of the Labor Education Center at Southeastern Massachusetts University; Jacqueline Anger, Director of the Workplace Education Project; Dr. Steven Cabral, Coordinator of the New Bedford Workplace Project; and Josephine Preece, Administrative Assistant of the Labor Education Center. The author wants to pay special tribute to SMU's Workplace Education Project teachers for their assistance in this project. They include: Pamela Drouin, Paula Sousa, and Isabel de Sousa from the Fall River Project; and Noemia Williams and Andrea Mueller from the New Bedford Project.

Finally, fond gratitude is extended to Josephine Preece (once more!) for all her help with getting this manual into its final, consumable form. Thanks, Jo!

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HELPFUL HINTS

1. Create a safe, secure and non-threatening learning atmosphere in order to minimize student fear and anxiety. Respond to the students as whole persons, taking into account their level of security and self-esteem, motivation and psychological states. Learning a language can be a stressful experience for adults, especially for those who have limited education or for those who have been out of school for a long time.

2. Teaching should be student-centered. Activities should allow students to interact with one another and to play with and practice the language. Eliminate unnecessary teacher talk.

3. Constant assessment is necessary (in addition to pre- and post-testing). Do not use the "Yes" answer to the "Do you understand?" question as an indicator that students have understood or mastered the lesson. Design questions, activities or exercises that will allow students to apply or use the knowledge they have learned.

4. Vary techniques and methods so as to increase the potential of reaching more students in the classroom.

5. Listening and speaking should initially be the skills focused on, especially in a beginning class. It is important that students feel comfortable with using the language as an "oral communication vehicle" first before they move on to the reading and writing aspects of the language.

6. Make activities interesting, meaningful, and relevant to students' lives. Students learn better when what they are learning has immediate significance or applicability to their day-to-day needs.

REALITIES IN THE WORKPLACE ESL TEACHING SITUATION

1. Classes are generally conducted on-site. Cafeterias and "odd" unused spaces are not uncommon classrooms. Often times, you just have to make do with what is made available to you.There is always some noise or distracting activity in the background.

2. Attendance can be a problem due to: overtime, family problems, worker fatigue, etc. A teacher who makes 8 copies of a worksheet for 8 students must learn to deal with an attendance of 1 or 3. A hundred percent attendance is quite rare.

3. Many classes are multi-level. One class might consist of 2 advanced speakers of English, 2 beginners, 1 literacy, and 3 intermediate. Some students may want to work on **speaking survival English** while others may need **intermediate writing skills**. Be prepared with different kinds material to address the individual needs of your students.

4. Balancing the needs of the company and the needs of the students is always a delicate matter. If the company is not pleased with the content or cannot see improvement in the students, they may choose to discontinue classes. However, if the students do not feel that the classes are meeting their needs, they are unlikely to continue attending.

5. It is important to know the cultural backgrounds of the students and the effect this has on learning styles. Techniques that work very well with one group may not work well with others.

6. Initial and on-going assessment is crucial. You as a teacher must have a starting point, and students need to recognize progress they are making.

GUIDING PRINCIPLES FOR WORKING WITH LOW-LEVEL and/or NON-LITERATE STUDENTS

1. Use real situations to reinforce language. Non-literates usually cannot work well with abstractions. To explain the concept of "SALE" (as in supermarket sales), bring in supermarket ads, real currency, and store items; do not "lecture" without anything concrete that students can relate to. A better way of getting the concept across is by taking the students to a real supermarket and having them buy a few items that are on sale.

2. Do not verbally explain; visually demonstrate. For example, instead of laboriously defining the word "accident" as "an unexpected situation at home or at work or on the street where somebody gets hurt or injured, or when something happens that nobody is ready or prepared for, that's an accident," you might show a picture of a boy falling off a tree or act out a situation in the factory where you trip on a high pile of boxes. Pictures or scenarios often do the trick better than words do. Utilize visual cues as much as possible.Try not to be superfluous. Do not waste words.

3. Work with things they are familiar with; go from the known to the unknown. Students have a wealth of knowledge about their cultures that they like sharing in class. A lesson on OCCUPATIONS might start off with a discussion of students' previous employment experience in their countries as an entry point to a lesson on OCCUPATIONS IN THE U.S.

4. Make everything simple; do not give students many grammatical options at the same time. Do not teach the structures "I want a hamburger,""I would like a hamburger," and "May I have a hamburger?" all at the same time. Teach the simplest form that your students might be able to apply in real-life situations. Do not burden your students with grammar rules.

5. Use a wide variety of activities. Change activities often. Do not stay too long in one activity. Go from a dictation exercise to a roleplay, from a roleplay to a song, from a song to a game, etc. Vary interaction formats in class as well---Have students work individually, in pairs, triads, small groups, large groups, etc.

6. Set small, easily achievable goals for your students.

7. Make it fun! Try to incorporate laughter into everything you do, draw or design.

8. Involve as many senses and use whole body physical movement whenever possible--the more senses involved, the easier it is for students to remember. When doing a lesson on SAFETY AT WORK, have students try on safety goggles, masks, hard boots, etc. in order to make the learning experience realistic. Similarly, when teaching FRUITS and VEGETABLES, have students cut, peel, feel, smell, taste, and

squeeze as they are learning FOOD-related nouns, adjectives, and verbs in class.

9. Be consistent (both in letter/number format and writing space). Do not go from script to print and from lower case to upper case arbitrarily, especially if your students are from a different writing system.

10. Each time you have students write, their writing should be related to an accompanying picture (or at least , a known and practiced situation). The picture should have been practiced earlier orally in situations so that the language is familiar. Before students are asked to write an absence note, they should first be taught the vocabulary and structures they need in order to generate written work. Non-literates can not be expected to write right off the top of their heads.

11. All teaching of sight words (e.g. NO SMOKING, CAUTION: HIGH VOLTAGE, RESTROOM, etc.) should be in supplement of oral use of the words in situations, and not as a means of teaching the word itself. Do not present a word in writing until it has been made a part of their oral vocabulary.

12. Choose sight words very judiciously---only words essential for survival. There is little or no value in having students copy long vocabulary lists unless these words have meaning to them. You can not teach every sight word there is---Teach only what is needed.

INTEGRATED LESSONS

An **integrated lesson** is a lesson which blends some, if not all of the skill areas of listening, speaking, reading, writing, and literacy. For example, a lesson on **SHOPPING** might address the following: **spelling of names of department store items** (b-o-o-t-s, etc.); **oral communication**: making an exchange (I'd like to exchange these boots); **reading numbers** ($45 + tax); **writing** (could be spelling of clothing items, writing about traditional costumes of one's native country, etc.); **work orientation** (e.g. uniforms at work, importance of wearing safety clothing at work); **grammar structure** (I would like to a pair of work boots, May I try these on?, etc.).

It is important that grammar always be taught in some meaningful social context , e.g. the **"I'd like to....."** structure can be used to express needs in a department store setting, as in the following two-line exchange: "May I help you?" "Yes, **I'd like to** buy a sweater for my daughter." Students comprehend the grammar structure being taught more effectively if they see where it can be used in real communication (as opposed to rote meaningless "vacuum" repetition drills.)

What follows is only a **suggested** way of presenting an ESL lesson. The teacher should use his/her discretion in terms of how extensive to be with a particular lesson or what skill areas to address (i.e. **reading prices** might be a more important skill in a low level class than **spelling names of clothing items**.)

SAMPLE INTEGRATED LESSON PLAN

TOPIC: Shopping **TIME: 2 hrs.** **LEVEL: Intermediate**

SUGGESTED STEPS:

1. Present vocabulary (Limit 5-7 language items) ---sweater, jacket, shoes, boots, shirt, pants, coat). Practice reading and pronouncing the words. Game: Match picture of item with spelling of item. (15 minutes)

2. Generate conversation around the subject of shopping. Use guide questions: Where do you buy your clothes? What kinds of clothing do you need in the winter, summer, fall, spring? What do you say to the saleslady if you want to try on a pair of boots? What do you say if you want to make an exchange? (20minutes)

3. Create dialogues around: SHOPPING IN A DEPARTMENT STORE. Choose a grammatical structure to focus on, e.g. **"I'd like to....."** (Conditional Tense) (30 minutes)

Saleslady: Good morning. May I help you?
Customer: Yes. I'd like to look at your work boots.

Saleslady: What kind of boots are you looking for?
Customer: I'd like something with a steel toe.
Saleslady: Come this way..... We might have what you're looking for.
Customer: Oh, I like these. How much are they?
Saleslady: $45. We're having a sale today.
Customer: Great! I'll take them.

Read dialogue to class. Then have students read , first, as a class, then have students pair up and practice the dialogues with one another.

Ask students questions that will require an **"I'd like"** answer, such as: What would you like to eat for breakfast? What would you like to see at the zoo? When would you like to visit your uncle? Who would you like to meet at the conference? Where would you like me to meet you?

As an application activity, have students work in pairs and write dialogues of their own. Then, have them present their dialogues to the class.

NOTE: In a Workplace ESL class, a discussion focusing on **workplace themes** might be used to generate work-related **"I'd like to"** responses in a See sample questions below:

What would you like your boss to do for the company? When would you like to take your vacation? What kind of work would you would you like to do when you leave the factory? Why would you like to be transferred to another floor? What would you like to eat for lunch today? What would you like your union to do for you?, etc.

4. Discuss concepts of return and exchange. Use roleplays and simulate a department store setting if necessary. Again, in your dialogues you might want to practice **"I'd like to ....."** structure just so the grammatical point is taught within a context. Also, you might include concepts of : NO RETURN WITHOUT RECEIPT, NO EXCHANGE ON SALE ITEMS, and other relevant cultural information. (20 minutes)

5. PRONUNCIATION: Everyday spend about 10 - 15 minutes working on sound clusters that your students need help with. For starters, **minimal pairs** might be a way of developing listening discrimination skills. See examples below:

1		2
SH	vs.	(T)**CH**
mash		match
wash		watch

7

shop	chop
ship	chip
shin	chin
crush	crutch

*Go down list of words, reading one from each column. Ask students to listen for the differences between the pairs.
*Teacher reads. Class repeats. Individuals repeat.
*Teacher reads a word. Students say if word is from column 1 or 2 (listening discrimination excercise)

NOTE: It is not necessary that students be taught the meaning of the words since the goal of the activity is pronunciation, although usually students will ask what the words mean. (Use discretion)

*Use the words in **sentences** (or **phrases**).

EXAMPLES: I had a bag of CHips on the SHip. / My CHin and SHin hurt./ I waSH my waTCH everyday, etc.

6. WORKPLACE AWARENESS: Discuss the following concepts that might have some significance to the "working lives" of the students: appropriate manner of dressing at work (e.g. no high heels on the shop floor, no clothing that might get stuck in the machines); dress code (formal vs. informal attire) ; etc. Find other work-related issues that could be incorporated into this particular lesson. (20 minutes)

NOTE: The above is not a perfect lesson plan (NO PLAN EVER IS!), but should serve as a guide or reference in planning lessons. It is always helpful to have a "time break-out", i.e.,15 minutes for pronunciation, 20 minutes for free-wheeling conversation, etc. (vs. staying too long in one activity). Make activities as varied and as engaging as possible.

SAMPLE WORKPLACE ESL LESSON PLAN

TOPIC: Clarification/Verification Language in the Classroom and in the Workplace

1. Start off with a dictation exercise--- Give students sentences to write. Read the sentences fast, obscure the pronunciation of some of the words, intentionally confuse the order of the sentences (Oh, that's number 1, Wait, I think that's number 2, etc.). Create ambiguity as a way to "force" students to use **clarification language** ("Teacher, please say that again.", "Did you say 'dog' or door'?", "What was the last word you said?", "I'm sorry I didn't hear what you said.", etc.)
   SHORT NOTE: With a very low level class, you might use numbers and letters for dictation. (e.g. 5, 22, Q, C, 3A, 11H, etc.)

2. Discuss the importance of the following: a) clearly stating when something has not/has been understood, b) asking someone to speak more slowly or to repeat something, c) repeating to verify that information has been understood, etc.

   Sample Dialogue:

   Teacher: I'd like to see you at 3 P.M. on Saturday at the Dartmouth Mall, main entrance of J.C. Penney, right next to the cinema.
   Student: When?
   Teacher: Saturday.
   Student: What time?
   Teacher: 3 P.M.
   Student: Did you say the Dartmouth Mall? Which store?
   Teacher: J.C. Penney. Main entrance.
   Student: OK. I'll be there.

3. Discuss the importance of clarification/verification at the workplace. Use the following lead questions: What do you say to your supervisor if he speaks too fast to you? Have you ever been in a situation where you said "yes" when you actually wanted to say "no? How do you interrupt someone in the middle of a conversation? Do you feel uncomfortable about asking people to repeat what they have said or explained to you? How do you make people understand you even if your English is very limited?

4. Roleplay the following situations:

   a. You have read the company manual on medical benefits several times but still do not fully understand your medical coverage. Ask your boss to explain the material to you. Know what

questions to ask beforehand and ask him to clarify what you do not fully understand. (Teacher can play the role of boss.)

b. Your new supervisor speaks with an accent which you have trouble understanding. You understand only half of what she says. You want her to speak more slowly to you. How do you go about telling her without making her feel uncomfortable?

c. Last week, your supervisor gave you a task to accomplish. He gave you a lot of instructions to be followed in order for the work to be done. He expects the work completed by tomorrow, but you have not yet started as you have forgotten most of what he said. How do you handle this situation?

5. Cultural Orientation-- Discuss the following concepts with your class: eye contact , addressing people using titles, formal and informal greetings, etc.

(The above is a sample Workplace ESL lesson. Although it may seem limited in scope, it can be tied in with other "regular"ESL lessons. The principle to follow is **integration**, that is, incorporating workplace issues into regular ESL lessons and vice versa.)

INNOVATIVE APPROACHES TO SECOND LANGUAGE TEACHING

I. Total Physical Response (TPR)- The first step in learning another language is to internalize the code of that language. Students internalize the code in the same way they assimilated their native language, which was through **commands**. Students learn the language via **commands**, initially, and there is no pressure on them to speak or produce the language. They just act and "absorb" the language. Gradually, the code becomes visible to the students, and spontaneously they produce utterances in the new language.

PROCEDURE:

1. Teacher gives a command, e.g. "STAND UP!" Teacher acts out command. Students follow teacher. Students do not have to say the command; they just listen and act out. Then Teacher says "SIT DOWN!" and immediately sits down. Teacher repeats the utterances"STAND UP!" and "SIT DOWN!", each followed by the appropriate action until all respond confidently, without hesistation.

2. Teacher models another command, say, "WALK!" and all walk. The next commands are "STOP!" "TURN!" "WALK!" "STOP!" "TURN!" "WALK!" "STOP!" "JUMP!" "TURN" "WALK!" "STOP!" "JUMP!" "TURN!" "WALK!" "STOP!" "JUMP!" "TURN!" "SIT DOWN!", etc.

3. When the students are ready to try it themselves, Teacher can sit down and utter commands which the students as a group (and later, individually) can act out. It is important that the teacher vary the order of the comands so that the students do not memorize a fixed sequence.

TPR can also be used in a reading and writing activity. See worksheet below:

1. Write your name on the upper right hand corner of this paper.
2. Draw a line under your last name.
3. At the center of the page draw a fish.
4. Above the fish draw a fishing net.
5. Cut off the tail of the fish.
6. Sign your name right next to your first name.
7. Fold your paper in half.
8. Write the numbers 7 to 15 across the bottom of the paper.

The above worksheet can be used in many ways: as an icebreaker to start off a day in class, as a comprehension check, as a review of a previous lesson, etc. The complexity and number of the commands may be adjusted depending on the level of the class.

*For a more complete analysis of this approach read, **LEARNING ANOTHER LANGUAGE THROUGH ACTIONS: THE COMPLETE TEACHER'S GUIDEBOOK** by James J. Asher

II. JAZZ CHANTS- rhythmic expression of Standard American English as it occurs in situational contexts. **Jazz Chants** are designed as a language acquisition tool to develop the student's speaking and listening comprehension skills via exposure to the rhythm, stresses and intonation patterns of Spoken American English.

Below is a sample **Jazz Chant** lifted from Carolyn Graham's book:

MAJOR DECISIONS

How do you like your coffee?
Black! Black!
How do you like your tea?
With lemon, please.
How do you like your steak?
Medium rare.
How do you like your eggs?
I don't care!
Sunny-side up?
I don't care!
Poached on toast?
I don't care!
Scrambled, with bacon?
I don't care!
Over-easy?
I don't care!
Soft-boiled? Hard-boiled?
I don't care!
How about an omelet?
I don't care!
Come on, tell me! This isn't fair.
I told you the truth. I really don't care!

*There are many ways of presenting a **Jazz Chant**. Carolyn Graham suggests the following:

1. Teacher explains the situational context of the **Chant** (e.g. for above example, asking about food preference, etc.)

2. Teacher gives first line of **Chant** at normal speed and intonation. Students repeat in unison. Continue choral repetition for each line of the **Chant**. Teacher may stop to correct pronunciation or intonation patterns.

3. Teacher establishes a clear, strong beat by counting, clapping, using rhythm sticks or snapping his fingers. Teacher continues to demonstrate the beat and repeats #2.

4. Teacher divides class into two equal sections. Teacher establishes a clear, steady beat and gives the first line of the **Chant**, using normal speed and intonation. First section repeats the line. Teacher gives the second line of the **Chant**. Second section repeats the line. This pattern is continued for each line of the **Chant**, with the teacher's voice providing a model for the repetitions.

5. **Chant** is now conducted as a two-part dialogue between the teacher and the class. Teacher gives first line of the **Chant**. Class answers in unison with second line of the **Chant**, without the teacher's model.

6. Class is again divided into two equal sections. **Chant** is now conducted as a two-part dialogue between the two groups of students without the teacher's model.

*For more in-depth explanation, read **JAZZ CHANTS (Rhythms of American English for Students of English as a Second Language) by Carolyn Graham.** Text and cassette can be ordered from **Delta Systems Co.,** *1-800-323-8270.*

III. DIALOGUES AND ROLEPLAYS- provide structured practice with language. Teacher's role is to move students from structured or controlled to independent practice.

SAMPLE DIALOGUE

A: Dr. Smith's office.
B: Good morning. I'd like to make an appointment to see Dr. Smith on Friday, the 11th at 2 P.M.
A: He has somebody for 2 that day. He has 3:00 open. Is that good for you?
B: That sounds fine.
A: Your name, please.
B: Alice Sanchez. S-A-N-C-H-E-Z.
A: Okay. The doctor will see you then. Please call if you can't keep the appointment.
B: Thanks very much.

First, Teacher works on dialogue with class--- vocabulary, pronunciation, comprehension--- to make sure students understand it. Then, students create their own dialogues (in pairs or small groups). Teacher can circulate around the class to assist students in this activity. Finally, students present their dialogues to the class.

Roleplays give the students an opportunity to assume different personalities (e.g. doctor, patient, receptionist, etc.) Most survival-oriented ESL lessons (i.e. shopping, employment, hospital, etc.) lend well to roleplays. Teacher and/or students can bring **realia** into the classroom in order to approximate reality as closely as possible (e.g. a stethoscope and a thermometer for a lesson on **health**, a menu and a receipt for a lesson on **food**, etc.).

Roleplays are also a useful way of conducting "comprehensive reviews" in class. After a week of different lessons on **housing**, the teacher might, for example, ask the students to roleplay the following situations: calling the landlord, meeting with a real estate agent, calling for repairs, etc. Roleplays are a lot of fun and stimulate communication.

IV. FUNCTIONAL/NOTIONAL APPROACH-- It is important to teach students language skills that they will be able to use in the real world (**real language** vs. **classroom language**). Practicality and applicability are the basic philosophy of this approach. Examine the two dialogues below:

Dialogue 1		Dialogue 2	
A:	What does Mr. Smith like to do on weekends?	A:	Mr. Smith's Office.
B:	He likes to go to the beach.	B:	Sir, Tina has been in an accident and we need to take her to the hospital.
A:	What does he like to do there?	A:	I'll be right there.
B:	He likes to watch the boats.		

Dialogue 1, at best, provides practice with the third person singular. It does not, however, teach the student any survival-related skills. Dialogue 2, on the other hand, equips the student with language that will serve him in a real-life situation. It is essential that students be taught language skills that they can put to use **beyond the classroom**.

Other functions and notions that might be useful to Workplace ESL students are: following instructions, requesting permission, apologizing, arguing, complaining, refusing, clarifying, reporting accidents, giving explanations, taking phone messages, giving feedback, etc.

ICE-BREAKERS
(Fun, Relaxing Language Learning Activities)

A. **STRIP STORY--** Pick out a story from a book (or create your own). Cut the story into as many strips/lines as the number of students you have. Each student is required to memorize his/her strip. After the strip has been memorized, it is put away (in student's pocket, for example). Students take turns saying their lines out loud until they are able to sequence the story.

SAMPLE STRIP STORY:

Strip #1 "He'll say I cause too many problems,"she said.

Strip #2 Josephine asked her chairlady to talk to the boss about her check.

Strip #3 Josephine came to work with a worried look on her face. Her friends asked her why she looked upset.

Strip #4 "There's a mistake in my check. My rent is due tomorrow and I don't have enough money. My husband just got laid off and we have loans to pay," she cried.

Strip #5 "Let me check with Payroll. I'll let you know what they say before noon. Stop in on your lunch break," said the boss.

Strip #6 "Call the chairlady. She might be able to help you," said her co-workers.

Strip #7 "I'll take you to his office, but you'll have to tell him the problem yourself. It's good practice for your English," said the chairlady.

Strip #8 Off they went to the boss's office.

Strip #9 "I have a problem with my check, Sir. They did not pay me for the overtime I put in last week," she said.

Strip #10 "Don't be afraid. If you have have a problem or a question, you should feel free to ask the boss," said the chairlady.

Strip #11 "Why don't you go to the boss and explain your problem?" asked the chairlady.

Strip #12 "Can you come with me?" asked Josephine.

B. **TONGUE TWISTERS** -- Every language group learning a foreign language has its own share of difficulties with certain sounds of the target language. In Khmer (the Cambodian language), the final "s" sound does not exist. For Americans learning Spanish, the rolled "r" is a difficulty (as in perro, carretera, etc.). Below is a sample pronunciation exercise that focuses on the initial "h" sound, which might be a fun and useful exercise for Portuguese and Spanish speakers.

Instructions to the Student: Below are sentences which contain words that have the initial "h" sound. First, practice reading the sentences slowly, reading each sentence word for word. Then, try to read the sentences faster.

1. I hope her husband has hot hamburgers for dinner tonight.
2. Her husband has huge houses in Honolulu, Hawaii.
3. How happy he is to see his Honda go fast on the highway.
4. Hi, Helen! How has your husband Harry Hamilton been?
5. His heavy hat has his name on it.
6. He told her that his house had huge holes.
7. Have Henry and Hannah had their ham sandwiches yet?
8. Hamburgers, hotdogs, ham sandwiches, heros, halibut, honey, and house paint are on sale at Happy Harry's Store.
9. Hot and humid weather makes him very happy.
10. He hopes to have a hundred brown-haired children in Hungary.

C. **CLOZE EXERCISE** -- Write a paragraph around a specific topic or theme. Leave the first sentence of the passage intact, but eliminate every third word in the rest of the passage. Replace the omitted word with a blank. A short example of a beginning level cloze exercise is as follows:

Maria is from Portugal. She lives _____ Fall River. Her husband _____ from Portugal, too. His name _____ Joao. They have _____ children. Their children _____ all born in Fall River. They speaK _____ very well. They do _____ speak Portuguese fluently. Maria works _____ a factory. She is _____ machine operator. She works _____ Cliftex. Joao is _____ cashier at Almac's Supermarket. He drives _____ work everyday. On vacations, _____ all go to Portugal. They like _____ visit family and friends in the Azores. They also _____ at different Portuguese restaurants. They always _____ a good time.

THE QUESTION OF GRAMMAR

The issue of grammar often comes up in teaching survival /competency-based ESL or Workplace ESL. Often times, teachers fuss over what grammar points to teach their students, or other times, decide that grammar does not have a place in an ESL class. The real question is "What grammar do we teach and how do we teach it in conjunction with the other language skills that we teach in our classes?"

Teaching grammar in isolation, that is, devoid of any meaningful social context, does not make for the development of communicative competence in students. It is not enough that students know the rules of the language if they cannot apply those rules in day-to-day communication. What good does mastery of the verb tenses do if students cannot describe their past work history in the past tense or if they cannot report an incident at work that happened in the past?

The following section lists grammar lessons that might be covered in Workplace ESL classes. Again, please note that grammar must be taught in relation to or in addition to other skills being addressed in class. For the sake of convenience, the grammar points have been broken down into two basic categories: beginner to low-intermediate and high-intermediate to advanced. (NOTE: Although this is not a complete list, it gives you a good idea of what grammar skills you might teach in class.)

BEGINNER TO LOW-INTERMEDIATE

Affirmative Statements (I'm from Portugal)
Nouns and Pronouns (Mary is 25 years old; She is single.)
Singular and Plural
Questions with *Who, What, Where*; *How Much* and *How Many; Whose*
Possessive Adjectives (Her husband works in a factory.)
Articles *A,An,* and *The*
Yes-No Questions; Affirmative and Negative Short Answers(Is he a presser? Yes, he is; No, he isn't.)
Negative Statements (He isn't in today.)
That and *This; This* and *These*
Countable and Uncountable Nouns
Prepositions *In, On, At, Next to, Across from, Between,* etc.
Some and *Any* (There's some food in the house; There isn't any ice.)
There Is and *There Are* (There's a problem with my machine; There are no lights on the second floor.)
Present Continuous (My body's aching all over.)
Simple Present (I have a headache; I love my job.)
CAN (I can't understand the manual.)
Simple Past (I worked at the factory all day yesterday.)
Imperatives (Call the Fire Department.)

HIGH INTERMEDIATE TO ADVANCED

Noun Plurals: Regular and Irregular (shelf-shelves; foot-feet; etc.)
Possessive of Singular and Plural Nouns (They're Mary's keys; Children's clothes are on sale today.)
Ordinal Numbers (The manager's office is on the first floor.)
Verb + Infinitive (I want to move to another factory.)
Verb + gerund (I don't like listening to the news.)
Make vs. *Do* (I make a lot of mistakes in English ; I do my work well.)
Direct and Indirect objects (I hit the car; I gave my son a ball.)
Separable and Inseparable two-Word verbs (I gave up smoking; Check it out.)
Past Continuous (I broke my arm while I was working .)
Present Perfect (I haven't received a check for two weeks.)
Comparisons (My job is more difficult than yours; This company's the best.)
Future with *Will* (The meeting with the manager will start at 5:00.)
Conditionals (If I got hurt at work, I would call the manager.)
Modals (You should attend a union meeting; I must speak to you.)
Passive Voice (His hand got stuck in the machine; Beer is brewed in New Hampshire.)

TEACHER SELF-OBSERVATION

Every teacher seeks to improve his/her teaching ability. Years of experience alone does not make for good teaching. It is essential that a teacher periodically reflect upon his/her teaching style, classroom management, rapport with students, delivery of the subject matter, and a host of other things that he/she does in the classroom.

Consider each statement. Rate yourself in the following way:
3-Excellent 2-Good 1-Needs improvement 0-Not applicable

1)_____ I have mastery of the subject matter (grammar point, competency,etc.) that I present to my class.

2)_____ I vary the activities and exercises in class, alternating rapid and slow pace activities in order to maintain maximum interest level in the class as well as to better address the different learning styles of my students.

3)_____ I allow time for students to think and process information that I give to them. I do not shift from one lesson to another without checking students' comprehension of the material.

4)_____ I am clear with instructions and/or directions for any task I want my students to do.

5)_____ I explore different strategies to explain concepts , understanding that one explanation may not be sufficient for all students.

6)_____ I design activities that enable my students to apply skills that they have learned in order to facilitate retention of acquired skills. I use a sufficient amount of review and practice in class.

7)_____ I use varied interaction formats (small groups, pairs, triads, etc.) to maximize communication and involvement among students.

8)_____ I present content or skills that students will be able to use or apply outside the class.

9)_____ I use activities that promote spontaneity and experimentation on the part of the learner.

10)_____ I design activities that are geared to the proficiency level of my class or slightly above.

11)_____ I establish good eye contact with my class. I do not talk over their heads, to the blackboard or to just one individual.

12)_____ I keep the cultural background(s) of my students in mind when planning daily activities and am aware of culture misunderstandings which might arise from the activities I choose.

13)_____ I strive for an atmosphere of understanding and mutual respect.

14)_____ I make a conscious effort at all times to pay equal attention to my students.

15)_____ I try to make my students feel at ease in class. I do not put them in any situation that would make them feel uncomfortable.

16)_____ I minimize my role in conducting the activities. I give the students a lot of freedom to experiment with and interact in the language. I try to make my class **student-centered** (vs. teacher-centered).

17)_____ I am not overly concerned with error correction. I concentrate on what my students are saying(**content** vs. grammatical accuracy).

WORKPLACE ESL SUGGESTED READINGS

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